Student and Staff Perspectives on Diversity and Inclusion in student exchanges

SIEM report launch
31 March 2021

Co-funded by the Erasmus+ Programme of the European Union
SIEM Project

More opportunities in life for young people from disadvantaged background by increasing their participation in the Erasmus+ programme.

- **Widening participation** of less advantaged and underrepresented groups
- Increase the **interaction** between International students and **local communities of underrepresented groups** in order to increase intercultural exchange and visibility of international student mobility.
- Making the Erasmus+ programme more **inclusive**
SiEM Project partners

Diverse partnership

Cross sectoral collaboration

European networks, & Universities, National Student Organisations

higher education, inclusion organisations & youth work

Logos of various partners including ESN, Universities UK International, European University Foundation, Masaryk University, and others.
“Maybe it will be different abroad”

Research Report:
Student and Staff Perspectives on Diversity and Inclusion in student exchanges
Methodology

• **Student survey**  
  (12,820 responses)

• **Staff survey**  
  (786 responses)

• **Focus Groups**  
  6 focus groups with 36 students in 4 countries

• **Study visits**  
  6 institutions
Respondents profile

- Social Sciences: 22%
- Humanities: 20%
- Economics & Business: 19%
- Engineering: 18%
- Natural Sciences: 10%
- Medical Sciences: 7%
- Other Subject: 4%

- Bachelor: 70%
- Master: 27%
- Post graduate: 1%
- PhD: 2%

65% mobile students
35% non-mobile students
Defining students with fewer opportunities

Respondents with disadvantaged backgrounds

- 5440 First Generation Students (42%)
- 3835 Ethnic Minority Students (30%)
- 2715 Low Income Students (21%)
- 2370 Rural Students (19%)
Key Findings & Recommendations

1. Strategy & offer
2. Student support
3. Costs of living & financial support
4. Barriers to mobility
5. Experiences: Challenges & Impact
Strategy & offer

Findings
Mobility strategy

93%

Outgoing mobility is included in 93% of staff survey respondents’ institutions’ strategic plans.

A third of respondents include reference to disadvantaged groups in their strategy.
Staff impressions: Does the institution have a Diversity & Inclusion Strategy

<table>
<thead>
<tr>
<th>Response</th>
<th>All</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67%</td>
<td>93%</td>
<td>69%</td>
<td>39%</td>
</tr>
<tr>
<td>No</td>
<td>30%</td>
<td>1%</td>
<td>28%</td>
<td>58%</td>
</tr>
<tr>
<td>Total</td>
<td>765</td>
<td>65</td>
<td>500</td>
<td>105</td>
</tr>
</tbody>
</table>
### Staff results: Students groups with fewer opportunities

Q. Which students would be classified as less advantaged or underrepresented groups at your institution?

<table>
<thead>
<tr>
<th>Student Group</th>
<th>All</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from low-income households</td>
<td>71%</td>
<td>81%</td>
<td>70%</td>
<td>66%</td>
</tr>
<tr>
<td>Students from rural areas</td>
<td>25%</td>
<td>29%</td>
<td>19%</td>
<td>31%</td>
</tr>
<tr>
<td>Students from minority ethnic groups or with a migration background</td>
<td>47%</td>
<td>67%</td>
<td>50%</td>
<td>32%</td>
</tr>
<tr>
<td>Students from Roma and Traveller communities</td>
<td>26%</td>
<td>49%</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>Students who are first in family to go to university, pioneer students</td>
<td>27%</td>
<td>65%</td>
<td>27%</td>
<td>8%</td>
</tr>
<tr>
<td>Students living with disabilities</td>
<td>61%</td>
<td>71%</td>
<td>63%</td>
<td>57%</td>
</tr>
<tr>
<td>Students who are care providers, students with dependants, including student parents</td>
<td>40%</td>
<td>68%</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>Students with religious beliefs</td>
<td>7%</td>
<td>14%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>LGBT+ students</td>
<td>17%</td>
<td>32%</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Mature students, life-long learners</td>
<td>24%</td>
<td>56%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>None of the above</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>765</td>
<td>65</td>
<td>500</td>
<td>105</td>
</tr>
</tbody>
</table>
Student impressions: Mobility programmes

- **Erasmus+ studies:** 72%
- **Other mobility programme:** 63%
- **Erasmus+ traineeship:** 53%
- **Short mobility:** 48%
- **Other study exchange:** 26%
- **International full degree:** 26%
- **Erasmus full degree:** 28%
- **Other traineeship:** 19%
- **Volunteering programme:** 41%
Student impressions: Mobility duration: actual participation versus preference

<table>
<thead>
<tr>
<th>Mobile</th>
<th>Non-mobile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4 weeks</td>
<td>More than 4 weeks, less than one semester</td>
</tr>
<tr>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>7%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Strategy & Offer

Recommendations
1. Define ‘fewer opportunities’

Define student groups that have fewer opportunities

<table>
<thead>
<tr>
<th>European Commission</th>
<th>Higher Education Institutions</th>
<th>International Student Org.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitate a common understanding.</td>
<td>• Define student groups with fewer opportunities based on local contacts.</td>
<td>• Know the barriers students face in the local context.</td>
</tr>
</tbody>
</table>
2. Develop a strategy

Develop a strategy with targets in order to ensure all students with fewer opportunities are supported.

**European Commission**
- Ensure that **support** is available for institutions to **develop inclusion strategies**.

**National Agencies**
- Ensure policy actions are in place to support all **underrepresented groups**.

**Higher Education Institutions**
- Develop inclusion strategies.
- Align with national action plans.
3. Diversify programme offer

Offer different types of mobility programmes across study, work and volunteer opportunities that will appeal to different student groups.

<table>
<thead>
<tr>
<th>European Commission</th>
<th>National Agencies</th>
<th>Higher Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure short term mobilities are embedded in the internationalisation strategy.</td>
<td>• Ensure short term mobilities are embedded in the internationalisation strategy</td>
<td>• Offer different mobility programmes with a variety of durations.</td>
</tr>
</tbody>
</table>
4. Enhance collaboration

Offer different types of mobility programmes across study, work and volunteer opportunities that will appeal to different student groups.

<table>
<thead>
<tr>
<th>National Agencies</th>
<th>Higher Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase collaboration at the national level with both Governmental agencies and civil society organisations</td>
<td>• Appoint inclusive mobility officers to facilitate the work among departments</td>
</tr>
<tr>
<td></td>
<td>• Offer different mobility programmes with a variety of durations.</td>
</tr>
</tbody>
</table>
5. Work with students

Collaborate with student groups at your institution, as well as mobility alumni to improve the programmes on offer.

- Foster student networks
- Empower alumni ambassadors

- Include students in the strategy development
- Structural support for students

- Actively contribute to the dialogue.
Student support
Findings
Pre-departure support

What did mobile students find useful when preparing for their mobility?

- **94%** information about available funding
- **88%** support with the application process
- **86%** help choosing a host university

Just over half of mobile respondents found meetings with international officers (55%), group information sessions (53%), and briefing events (53%) useful.
### Mobile student impressions: Participation in pre-departure activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very useful</th>
<th>Useful</th>
<th>Somewhat useful</th>
<th>Not at all useful</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with international officer</td>
<td>27%</td>
<td>28%</td>
<td>12%</td>
<td>3%</td>
<td>30%</td>
</tr>
<tr>
<td>Group information session</td>
<td>24%</td>
<td>29%</td>
<td>12%</td>
<td>3%</td>
<td>33%</td>
</tr>
<tr>
<td>Briefing event</td>
<td>22%</td>
<td>31%</td>
<td>14%</td>
<td>3%</td>
<td>30%</td>
</tr>
<tr>
<td>Event organised by student organisation</td>
<td>21%</td>
<td>16%</td>
<td>6%</td>
<td>3%</td>
<td>55%</td>
</tr>
<tr>
<td>Social event</td>
<td>19%</td>
<td>19%</td>
<td>8%</td>
<td>3%</td>
<td>52%</td>
</tr>
<tr>
<td>Event with mobility alumni</td>
<td>17%</td>
<td>17%</td>
<td>7%</td>
<td>3%</td>
<td>56%</td>
</tr>
<tr>
<td>Skype session with international officer</td>
<td>3% 6% 5%</td>
<td>6%</td>
<td></td>
<td></td>
<td>79%</td>
</tr>
</tbody>
</table>
Non-mobile student impressions: interest in pre-departure events

<table>
<thead>
<tr>
<th>Event</th>
<th>Highly Likely</th>
<th>Likely</th>
<th>Neutral</th>
<th>Unlikely</th>
<th>Highly Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with international officer</td>
<td>44%</td>
<td>38%</td>
<td>14%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Group information session</td>
<td>43%</td>
<td>41%</td>
<td>13%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Briefing event</td>
<td>45%</td>
<td>36%</td>
<td>15%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Event organised by student organisation</td>
<td>45%</td>
<td>36%</td>
<td>14%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Social event</td>
<td>46%</td>
<td>37%</td>
<td>12%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Event with mobility alumni</td>
<td>38%</td>
<td>38%</td>
<td>18%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Skype session with international officer</td>
<td>26%</td>
<td>32%</td>
<td>27%</td>
<td>12%</td>
<td>4%</td>
</tr>
</tbody>
</table>
I was ill several times and started having problems with my mental health.

It’s incredibly hard when you don’t have people you can lean on.

- student quote

Health concerns raised by students
Student support

Recommendations
6. Provide in-country support for students

Assign students a key contact, both at the home institution and the host institution. Any support given to students should be provided in English or a shared language.

<table>
<thead>
<tr>
<th>National Agencies</th>
<th>Higher Education Institutions</th>
<th>International Student Org.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure nation-wide student services are accessible to international students</td>
<td>• Ensure that services are accessible and equal treatment is guaranteed.</td>
<td>• Organise social and cultural integration activities</td>
</tr>
</tbody>
</table>
7. Ensure peer-to-peer engagement

Connect mobile students with local students to help students navigate the new institution or organisation, as well as the local area.

**Higher Education Institutions**
- Support peer to peer initiatives

**International Student Org.**
- Organise buddy and ambassador systems
- Organise community engagement initiatives
8. Support student health abroad

Provide physical and mental health that are accessible to outgoing and incoming mobile students.

Higher Education Institutions

• Support with information about insurance and health issues abroad.
• Ensure health services are available to support students off site (virtually).
• Ensure on-campus support is accessible to incoming international students.
Barriers to mobility

Findings
3 Barrier types

Institutional
barriers that reflect the programmes that are being offered and the regulations that coincide with these programmes that may impact the access of specific student groups to mobility opportunities.

Environmental
Environmental and societal factors that influence the person’s decisions to take part in a mobility.
access to information as well as personal backgrounds impact mobility participation.

Attitudinal
Attitudinal barriers tackle the belief system and emotions around the topic of mobility opportunities, to see how they influence their participation rates.
internalised barriers can severely impact their identification with the opportunity.
Barriers to mobility

82% of students reported advancing initial costs to be a barrier to participate in mobility.

“I am someone who has to combine five jobs to pay for my room and studies.”

“I have to spend everything I earn immediately. Saving for Erasmus is therefore extremely difficult.”

- student quote
<table>
<thead>
<tr>
<th>Mobile participants' reported practical barriers to mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students need to advance initial costs</strong></td>
</tr>
<tr>
<td>Strongly agree: 36%</td>
</tr>
<tr>
<td><strong>Loss of income/loss of student job while abroad</strong></td>
</tr>
<tr>
<td>Strongly agree: 11%</td>
</tr>
<tr>
<td><strong>Additional debt incurred from a longer degree programme</strong></td>
</tr>
<tr>
<td>Strongly agree: 8%</td>
</tr>
<tr>
<td><strong>Extending degree programme</strong></td>
</tr>
<tr>
<td>Strongly agree: 6%</td>
</tr>
<tr>
<td>** Interruption to social ties and friendships**</td>
</tr>
<tr>
<td>Strongly agree: 5%</td>
</tr>
<tr>
<td><strong>Absence of family support or permission</strong></td>
</tr>
<tr>
<td>Strongly agree: 5%</td>
</tr>
<tr>
<td><strong>Family or other community ties</strong></td>
</tr>
<tr>
<td>Strongly agree: 5%</td>
</tr>
<tr>
<td><strong>Academic entry requirement is too high</strong></td>
</tr>
<tr>
<td>Strongly agree: 2%</td>
</tr>
<tr>
<td><strong>Language requirement is too high</strong></td>
</tr>
<tr>
<td>Strongly agree: 2%</td>
</tr>
<tr>
<td><strong>Duration of the mobility is too long</strong></td>
</tr>
<tr>
<td>Strongly agree: 1%</td>
</tr>
</tbody>
</table>
“The bureaucracy: the pile of information raises even more questions.”

“Lots of forms and papers to fill, the information was structured badly…”

- student quote

Administrative barriers make the process difficult to follow
## Non-mobile students' blocking factors to go abroad

<table>
<thead>
<tr>
<th>Factor</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient funding to support period abroad</td>
<td>40%</td>
<td>32%</td>
<td>15%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Lack of flexibility in your degree programme</td>
<td>17%</td>
<td>28%</td>
<td>23%</td>
<td>21%</td>
<td>12%</td>
</tr>
<tr>
<td>Concerns about impact on your academic achievement</td>
<td>14%</td>
<td>28%</td>
<td>23%</td>
<td>22%</td>
<td>13%</td>
</tr>
<tr>
<td>Lack of knowledge of the opportunities to go abroad</td>
<td>13%</td>
<td>27%</td>
<td>20%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>Personal reasons</td>
<td>9%</td>
<td>19%</td>
<td>28%</td>
<td>17%</td>
<td>26%</td>
</tr>
<tr>
<td>Unable or unwilling to extend your degree</td>
<td>8%</td>
<td>19%</td>
<td>28%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>Lack of recognition for time spent abroad</td>
<td>8%</td>
<td>22%</td>
<td>27%</td>
<td>27%</td>
<td>17%</td>
</tr>
<tr>
<td>Unsuccessful application to go abroad</td>
<td>8%</td>
<td>18%</td>
<td>24%</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>Fear of discrimination while abroad</td>
<td>4%</td>
<td>10%</td>
<td>16%</td>
<td>28%</td>
<td>42%</td>
</tr>
<tr>
<td>No interest in going abroad</td>
<td>4%</td>
<td>10%</td>
<td>14%</td>
<td>71%</td>
<td></td>
</tr>
</tbody>
</table>
Barriers to mobility

Recommendations
10. Streamline processes

Ensure that the application process is easy to navigate, and where possible simplify the process by removing unnecessary paperwork or steps in the procedure.

<table>
<thead>
<tr>
<th>National Agencies</th>
<th>Higher Education Institutions</th>
</tr>
</thead>
</table>
| • Foster exchange of best practices in meetings | • Provide direct guidance  
• Transparent procedures at institutional level | • Set timeline for students.  
• Set contact point |
11. Outline Academic attainment

Provide information on how the mobility programme will contribute to the students’ academic progress. If a specific academic threshold is a requirement of a mobility programme, ensure that this is balanced with other criteria.

Higher Education Institutions

• Balance academic requirements with other criteria such as personal motivation and background.
12. Encourage students to discuss concerns

Create a safe space where the student can discuss their fears without judgement, and if needed seek specialist advice to respond to the students’ queries.

National Agencies

- Collaborate with student representatives in order to better understand the challenges

Higher Education Institutions

- Clear com. channels and reference persons
- Organise feedback sessions

International Student Org.

- offer peer to peer support
- Collaborate with HEIs to improve experience
Costs of living & financial support

Findings
67% of students reported a monthly living cost over 501 EUR.

73% of staff reported a monthly living cost over 501 EUR.

Cost of living per month reported by mobile students

- 8.3% per month
- 24.6% per month
- 30.8% per month
- 20.8% per month
- 10.6% per month
- 4.9% per month
Financial support offered versus needed

- **Actual grant coverage by mobile respondents**

- **Needed grant coverage by non-mobile respondents**

59% received less than 50% financial support
80% indicated they would need more than 50% financial support
Student impressions: financial support offered versus needed

Students with fewer opportunities indicated they needed 75% of their mobility costs covered at a higher rate.

Intersectionality has a big influence
Costs of living & Financial Support
Recommendations
## 9. Provide financial support

Provide structured funding in the form of grants and scholarships to support study, work or volunteering abroad opportunities.

<table>
<thead>
<tr>
<th>European Commission</th>
<th>National Agencies</th>
<th>Higher Education Institutions</th>
</tr>
</thead>
</table>
| • Ensure transparent information on the financial support. | • Ensure transparent procedures  
• Apply top-up for fewer opportunity students | • Pay scholarships on time  
• Offer installment plans  
• Full duration support |

National Agencies  
• Ensure transparent procedures  
• Apply top-up for fewer opportunity students
Experiences: Challenges & Impact

Findings
Student impressions: Inclusion & Equality of international students

76% had positive experiences while abroad.

10% of students felt that they were treated differently or unfairly at their host university.

15% felt that they did not have equal access to resources and opportunities compared to home students.
Student impression: treatment by members of the host society

<table>
<thead>
<tr>
<th>Group</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students from host university</td>
<td>2%</td>
<td>19%</td>
<td>21%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors from host university</td>
<td>3%</td>
<td>9%</td>
<td>18%</td>
<td></td>
<td>67%</td>
<td>3%</td>
</tr>
<tr>
<td>Staff from host university</td>
<td>2%</td>
<td>7%</td>
<td>15%</td>
<td></td>
<td>71%</td>
<td>4%</td>
</tr>
<tr>
<td>Colleagues in workplace</td>
<td>1%</td>
<td>4%</td>
<td>8%</td>
<td></td>
<td>51%</td>
<td>38%</td>
</tr>
<tr>
<td>Managers in workplace</td>
<td>1%</td>
<td>3%</td>
<td>7%</td>
<td></td>
<td>50%</td>
<td>38%</td>
</tr>
</tbody>
</table>
Staff impressions: Inclusion & Equality of international students

- Insensitive, degrading or insulting remarks made about international students are addressed through a university process:
  - Strongly agree: 22%
  - Agree: 28%
  - Neutral: 26%
  - Disagree: 10%
  - Strongly disagree: 10%

- Measures are in place to support international students in their academic work:
  - Strongly agree: 32%
  - Agree: 46%
  - Neutral: 15%
  - Disagree: 3%
  - Strongly disagree: 1%

- International students have equal access to opportunities compared to local students:
  - Strongly agree: 35%
  - Agree: 40%
  - Neutral: 13%
  - Disagree: 8%
  - Strongly disagree: 1%

- International students have equal access to resources compared to local students:
  - Strongly agree: 44%
  - Agree: 38%
  - Neutral: 8%
  - Disagree: 5%
  - Strongly disagree: 1%
Student impression: discrimination on exchange

76% did not experience any form of discrimination during their exchange

24% did experience discrimination during their exchange

- Nationality: 16%
- Race/Ethnicity: 6%
- Gender: 5%
- Social status: 2%
- Sexual orientation: 2%
- Religion: 2%
- Other: 2%
- Age: 2%
- Gender Identity: 1%
- Disability: 1%
Student impression: impact on academic achievement

- 45% increased following mobility
- 33% unchanged following mobility
- 12% don’t know
- 10% decreased following mobility
## Student impression: impact on academic achievement

<table>
<thead>
<tr>
<th></th>
<th>Significant impact</th>
<th>Moderate impact</th>
<th>Neutral</th>
<th>Low impact</th>
<th>No impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased interest in international or global affairs</td>
<td>54%</td>
<td>30%</td>
<td>11%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Change in values or ethical position</td>
<td>28%</td>
<td>35%</td>
<td>21%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>New overseas academic or professional contacts</td>
<td>34%</td>
<td>32%</td>
<td>19%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Change in career planning</td>
<td>23%</td>
<td>27%</td>
<td>26%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Interest in further study or work abroad</td>
<td>67%</td>
<td>23%</td>
<td>7%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Foreign language proficiency</td>
<td>50%</td>
<td>34%</td>
<td>10%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Grade or class of degree</td>
<td>17%</td>
<td>36%</td>
<td>32%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Commitment to degree programme</td>
<td>19%</td>
<td>35%</td>
<td>32%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Experiences: Challenges & Impact

Recommendations
13. Develop a crisis plan

Prepare to support students in an emergency, signpost transparent procedures and contact points in case negative experiences do happen.

**Higher Education Institutions**

- Ensure crisis plans take into account internationals
- Signpost procedures and contact point

**International Student Org.**

- Create a safe space for students to address positive and negative experiences.
14. Engage local and regional authorities

Work together with local municipalities and other local authorities to make them attentive to the role they play to ensure that the broader cultural environment is hospitable towards international students.

<table>
<thead>
<tr>
<th>National Agencies</th>
<th>Higher Education Institutions</th>
<th>International Student Org.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that local and regional authorities are aware about existing student mobility frameworks</td>
<td>Work together with local municipalities in order to ensure better integration of international students</td>
<td>Organise activities together with local stakeholders to integrate the international students</td>
</tr>
</tbody>
</table>
“Maybe it will be different abroad.”

Student and Staff Perspectives on Diversity and Inclusion in student exchanges

Research Report

An extensive research report that gathers input of 12,000 students and 750 staff members across Europe and beyond on the inclusion in international student exchanges.

The research report showcases the 14 recommendations targeting

• European Commission
• National Agencies
• Higher Education institutions
• International student organisations.
Guidelines for Inclusive Mobility Promotion

Handbook developed for International Relations Offices working with in- and outbound student mobility, primarily within the Erasmus+ programme.

The Guidelines focus on how to make your mobility promotion more inclusive and reach more students.
Inclusive Communication Manual

A practical guideline on how to communicate inclusively with international youth for written, spoken and visual communication. This manual focuses on how to make general communication more inclusive.
Find our publications on siem-project.eu/research
What is Next?
What is next in SIEM?

- **Research: Breakout reports & figures**
  - Results for students in International Credit Mobility in collaboration with ASEF
  - Factsheets per target group
  - Country fact sheets

- **Support Inclusive Mobility promotion**
  - Training for Higher Education on Inclusive Mobility Promotion
    - General workshop followed by group discussions throughout the implementation process for 2021-2022.

- **Community Engagement**
  Local Engagement: ensuring a sense of belonging to the local community.
  - Social Engagement Trainings for Students & Student Reps.
  - Roll-out of local engagement initiatives to connect.
  - Impact measurement tool.
What else is happening in the field of Inclusion?

- The New Erasmus+ Programme Guide 2021 is released
  - Renewed chapter on learners with fewer opportunities.
  - An inclusion strategy will be rolled out.

- ESNsurvey 2021

- InclusiveMobility.eu
  - Launch of the InclusiveMobility.eu portal:
    - Supporting the accessibility of information on national and institutional support mechanisms for students with disabilities.
    - 22nd of April 2021
    - Register: https://epfime.inclusivemobility.eu/
Contact us

Siem-project.eu

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Please refer to the research report as:
Allinson K., Gabriele W.,(2021). Maybe it will be different abroad; student and staff perspectives on diversity and inclusion in student exchanges. SIEM Research Report, siem-project.eu
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